



Comic Strip Media Design for Arabic Language Learning in Fourth Grade Elementary School

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Abstract

Background of this study stems from the lack of visual-based Arabic learning media in elementary schools, causing student disengagement. Aims and scope of the paper are to design and evaluate hand-drawn comic strips for fourth-grade students using the ADDIE model to provide a more interactive learning experience. This Research and Development (R&D) study aims to design and evaluate comic strip media for teaching Arabic at MI Al-Huda. The development was driven by students' need for concrete visual learning tools. The ADDIE model was applied through five stages: Analyze, Design, Development, Implementation, and Evaluation, focusing on the theme "My Job." Data were gathered using rating scales involving subject matter experts, media experts, a classroom teacher, and students. Expert validation results revealed that the Aiken's V index ranged from 0.85 to 1.00 for subject matter experts and 0.60 to 1.00 for media experts, indicating high validity levels. Furthermore, the teacher and students provided highly positive feedback, with mean scores of 4.60 and 4.90, categorized as "Very Good." These findings suggest that the comic strip media is appropriate for classroom implementation, effectively enhancing students' understanding and engagement. Moreover, the media contributes to a more enjoyable Arabic learning experience for elementary-level learners. Scientific contributions of this study include providing an innovative pedagogical model for Arabic instruction through hand-drawn visual narratives that simplify abstract linguistic concepts for young learners, and suggestions for future research involve conducting large-scale experimental studies to measure the long-term impact on students' vocabulary retention.

Keywords: ADDIE, Arabic Language Learning, Comic Strip Media, Elementary School

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INTRODUCTION

Instruction is a vital effort to prepare young generations with knowledge and understanding, reinforcing their hearts to face future challenges. However, in the context of Arabic language learning at the elementary level, students often view the subject as difficult and unappealing due to teacher-centered methods and a lack of visual reinforcement. The basis of this research is the urgent need to bridge the gap between abstract linguistic concepts and the concrete operational stage of fourth-grade students.

Therefore, this research aims to design and evaluate hand-drawn comic strips that are suitable and feasible for fourth-grade students, specifically at MI Al-Huda, to enhance their motivation and comprehension. Instruction is exceptionally vital and cannot be isolated from human life. Al-Ghazali contends that instruction is an exertion to get ready youthful individuals and children with information and understanding, as well as reinforcing their hearts and souls to confront the challenges they will experience within the future. Instruction plays a noteworthy part in planning an era able of bringing almost alter. The accomplishment of instructive objectives is impacted by different variables, counting proficient instructors, instructing strategies, and instructive media.¹ Furthermore, effective instruction requires a learning process that is adaptive to students' needs and characteristics. Each learner has different abilities, interests, and learning styles, so instruction should be designed in a flexible and engaging way. By creating a supportive learning environment and utilizing appropriate strategies, instruction can foster deeper understanding, encourage active participation, and help students achieve meaningful learning outcomes.²

Learning Arabic language, like learning other academic subjects, requires a good and appropriate learning model so that the learning process can run effectively and achieve its objectives. In this case, the competence of Arabic language teachers is a major factor that plays an important role in the success of the learning process.³ In addition to the ability to convey material clearly, teachers also need to utilize learning media that can stimulate students' minds, feelings, interests, and attention.⁴ The use of interesting and diverse learning media not only helps convey material but also creates a pleasant learning atmosphere so that the learning process becomes more meaningful and students will be more motivated without getting bored easily. Therefore, the development of appropriate and suitable learning media is crucial to supporting the success of Arabic language learning in elementary school.⁵

At elementary school level, students' cognitive development must also be taken into consideration. Elementary school students need concrete objects to help them understand the material presented by teachers⁶ One way to encourage children to learn Arabic is through comic books⁷ According to McCloud (1993), comics are a series of sequential images that serve to convey information and evoke an aesthetic response. As a visual communication medium, comics are able to clarify and reinforce messages through a

¹Johar Alimuddin, (2023), "Implementation of Kurikulum Merdeka in Elementary Scholl," *Jurnal Ilmiah Kontekstual*, 4, no. 02. 67–75. <https://doi.org/10.46772/kontekstual.v4i02.995>

²Sarah Noviyanti Latuconsina, (2018), Efektivitas Permainan Bahasa Arab Dalam Meningkatkan Kemampuan Membaca Mahasiswa Program Studi Pendidikan Bahasa Arab, *Arabi : Journal of Arabic Studies*, 3, no. 2. 145–56. <https://doi.org/10.24865/ajas.v3i2.99>

³Iis Susiawati et al., (2022), "Pembelajaran Bahasa Arab di Madrasah Ibtidaiyah (Tinjauan pada Kompetensi Guru dan Model Pembelajaran)," *El-Tsaqafah : Jurnal Jurusan PBA* 21, no. 1, 101–16. <https://doi.org/10.20414/tsaqafah.v21i1.4757>

⁴Hamidah Abdul Shomad Elfin Nikmati, (2024), "Pemanfaatan Media Ajar Interaktif Berbasis Digital dalam Meningkatkan Berfikir Kritis Peserta Didik," *Aksiologi : Jurnal Pendidikan dan Ilmu Sosial*, 5(2), 327–37. <https://doi.org/10.47134/aksiologi.v5i2.270>

⁵Nur Fakhrunnisaa, (2023), "Pengembangan Media Pembelajaran Berbasis Pop-Up Book pada Pelajaran Bahasa Arab Kelas X," *Lisan An Nathiq : Jurnal Bahasa Dan Pendidikan Bahasa Arab*, 5(2), 231–43. <https://doi.org/10.53515/lan.v5i2.5607>

⁶Meika Ferania et al., (2022), "Pengembangan Media KOMPAS (Komik IPA SD) pada Materi Perubahan Wujud Benda untuk Meningkatkan Minat Belajar Siswa Kelas 3 Sekolah Dasar," *Jurnal Ilmiah Wahana Pendidikan*, 8, no. 22, 489–99. <https://doi.org/10.5281/zenodo.7350382>

⁷Susetyo Andri Wibowo and Henny Dewi Koeswanti, (2021), "Pengembangan Media Pembelajaran Berbasis Komik untuk Meningkatkan Karakter Kemandirian Belajar Siswa Sekolah Dasar," *Jurnal Basicedu* 5, no. 6, 5100–5111. <https://doi.org/10.31004/basicedu.v5i6.1600>

combination of text and images, which are usually arranged in speech bubbles to match the illustrations.⁸ The use of comic strips is expected to help children's learning process, especially in Arabic lessons, so that students can better understand and memorize the material presented.⁹

The novelty of this research lies in the specific development of hand-drawn comic strips tailored for the "My Job" (Profesi) theme within the framework of the Kurikulum Merdeka. Unlike mass-produced digital comics, these hand-drawn visuals are designed to match the local context and the specific pedagogical needs of students at MI Al-Huda, providing a more personalized and culturally relevant learning experience that has not been previously implemented at the site. Comic strips have several advantages that make them effective as an engaging educational medium. The benefits of comic strips include: a) playing a central role in education by capturing students' attention, b) fostering a joyful interest in reading, c) under teacher guidance, comics can serve as a tool to cultivate a love for reading, d) enriching students' vocabulary, e) helping students understand abstract concepts more easily, f) increasing interest in reading and other subjects, and g) the storyline in comics generally leads to good values or lessons.¹⁰

Many elementary school learners still view Arabic as a challenging subject that lacks appeal. This impression tends to emerge because classroom instruction often depends on limited and monotonous learning media, while teaching remains dominated by traditional and teacher-centered practices.¹¹ In such settings, students are more likely to act as passive observers than as participants who construct their own understanding. Moreover, the complexity and abstract nature of Arabic grammar and vocabulary make it even harder for children to comprehend lessons without visual reinforcement or contextual examples.¹² For this reason, integrating learning media that can transform abstract linguistic elements into concrete and meaningful experiences becomes an essential step to improve engagement and comprehension.

To position this research within the existing academic discourse, several previous studies on the development of comic-based learning media have been reviewed. Demonstrated that comic strips are highly valid and effective learning tools, particularly in improving science comprehension for fourth-grade students, achieving a high validity score of 0.81. Conducted research showing that comic strips were validated as a highly suitable medium with an overall average of 95.6%, proving their effectiveness in elementary education. Highlighted that the design of comic strips, even when delivered through modern platforms like Instagram, serves as a powerful visual communication tool for elementary learners. That the implementation of digital comic media significantly

⁸Handini Fardiyah et al., (2024), "Pengaruh Penggunaan Media E-Komik untuk Menarik Minat Siswa dalam Pembelajaran Qira'ah" *Ihtimam : Jurnal Pendidikan Bahasa Arab*, 07(4), 159-169. <https://doi.org/10.36668/jih.v7i02.1025>

⁹E K Farid et al., (2023), "Perancangan Komik Strip Sebagai Media," *MIMBAR PGSD Undiksha* 4, no. 1, 1-10. <https://doi.org/10.23887/jjpsd.v9i1.34251>

¹⁰Kiki Rizki, Endang Widi Winarni, and Irwan Koto, (2022), "Pengembangan Komik Strip Sebagai Media Pembelajaran IPA Materi Pemanfaatan Kekayaan Alam di Indonesia pada Kelas IV MIN 5 Bengkulu Tengah," *Jurnal Pembelajaran dan Pengajaran Pendidikan Dasar*, 5, no. 2, 229-237. <https://doi.org/10.33369/dikdas.v5i2.18913>

¹¹Nirmala Wahyu Wardani, Widya Kusumaningsih, and Siti Kusniati, (2024), "Analisis Penggunaan Media Pembelajaran Terhadap Hasil Belajar Siswa Sekolah Dasar," *Jurnal Inovasi, Evaluasi dan Pengembangan Pembelajaran (JIEPP)*, 4, no. 1, 134-40. <https://doi.org/10.54371/jiepp.v4i1.389>

¹²Jalaluddin, Jalaluddin, Agus Yasin, Moh. Nasikin, and Afin Al Aofi, (2025), "Penggunaan Media Audio Visual Dalam Pembelajaran Keterampilan Berbicara Mahasiswa di Organisasi An-Nadi UIN Mataram," *El-Tsaqafah : Jurnal Jurusan PBA*, 24 (1), 161-78. <https://doi.org/10.20414/tsaqafah.v24i1.11393>

improved student learning outcomes by making abstract biological concepts more concrete. Emphasized that comic media can effectively enhance narrative writing skills in fourth-grade students by stimulating their imagination and logical thinking. These studies collectively suggest that while comics have been widely developed for various subjects, there is a specific need to design hand-drawn comic strips specifically for Arabic language themes like 'My Job' to address the unique linguistic challenges at the elementary level.

The advancement of educational technology and the emphasis on creative pedagogy require teachers to design innovative learning media suited to students' cognitive and emotional needs.¹³ Comic-based media align well with elementary learners' visual curiosity and imagination, as they combine text and images to enhance attention, comprehension, and memory retention. Therefore, developing Arabic comic-based learning media serves as an effective strategy to increase students' motivation and achievement in learning Arabic.

Based on the results of the observation, the researcher found a problem, namely that some children were not interested in reading Arabic texts due to the lack of colors and pictures in each chapter. The researcher selected Al-Huda Elementary School as the research site due to the necessity of enhancing educational quality through the integration of innovative learning media that had not been previously implemented. The fourth-grade students were chosen as the focus of this study because they follow the independent curriculum and their Arabic textbook lacks visual illustrations, making them an appropriate group for the application of this media to increase motivation in learning Arabic.¹⁴

This research is grounded in the theoretical basis of multimodal learning and cognitive development. According to McCloud (1993), comics are sequential images that function as a visual communication medium, capable of clarifying messages through the combination of text and illustrations. This theory is highly relevant to elementary school students who, according to Piaget's stages, are in the concrete operational phase and require visual aids to understand abstract linguistic symbols.¹⁵ The research focus is specifically directed at the development of hand-drawn comic strips for Arabic instruction, a field that remains under-explored compared to general science or social studies. The core research question addressed is: *How can hand-drawn comic strips be designed as a feasible and valid tool for teaching Arabic 'My Job' themes to fourth-grade students?* Consequently, this study operates on the hypothesis that integrating visually engaging and culturally relevant narratives will significantly meet expert validation standards and improve student engagement in the Arabic learning process

The research question is how to design comic strips that are suitable for teaching Arabic to fourth-grade elementary school students. The objective of this study is to design comic strips that are suitable for fourth-grade elementary school students and to determine the suitability of these comic strips based on expert validation.

METHOD

This study is a Research and Development (R&D) project. The primary focus is to produce a specific product and test its feasibility through systematic development stages. The development process in this research follows the ADDIE (Analysis, Design,

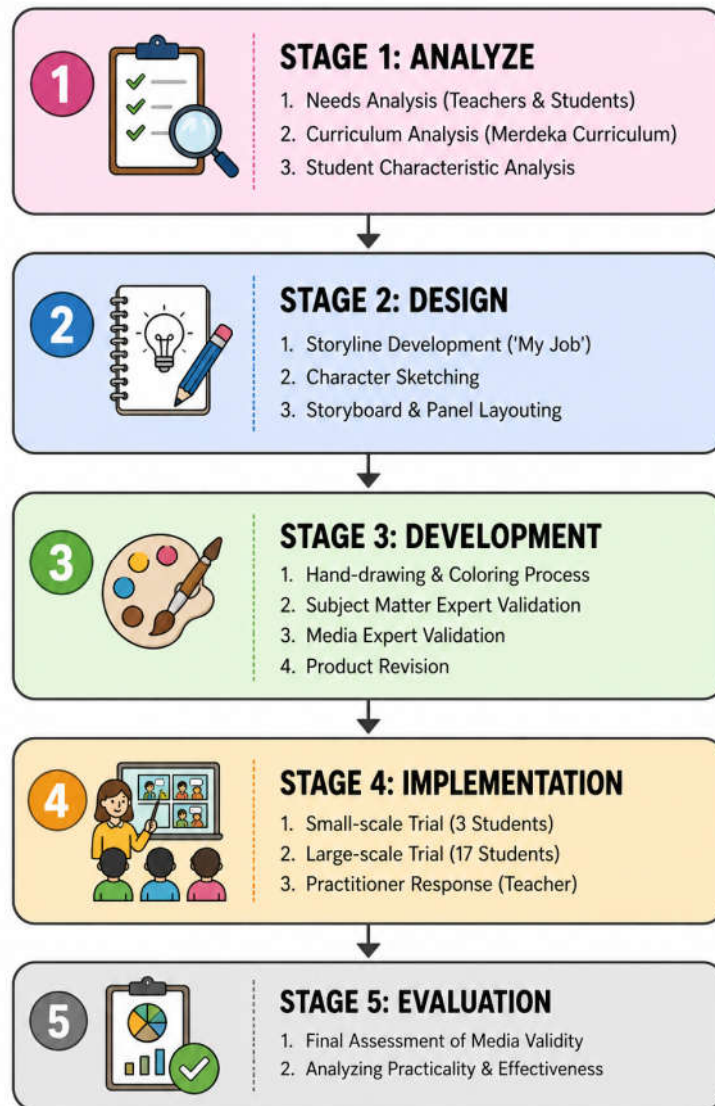
¹³Agi Septiari Narestuti, Diah Sudiarti, and Umi Nurjanah, (2021), "Penerapan Media Pembelajaran Komik Digital untuk Meningkatkan Hasil Belajar Siswa," *Bioedusiana: Jurnal Pendidikan Biologi*, 6, no. 2, 305–17. <https://doi.org/10.37058/bioed.v6i2.3756>

¹⁴Rahajeng Gienovita Anggraeni, Martono Martono, Ahmad Dahlan Rais, (2025), "Improving Students' Writing Skill by Using Comic Strips," *English Education Journal*, Vol 4, No 1, 1–8. <https://doi.org/10.20961/eed.v4i1.34615>

¹⁵Labu Djuli et al., (2024), Sistematisasi dan Kemanusiaan Bahasa Sebagai Media Komunikasi, *Jurnal Lazuardi*, 7(2), 80-89. <https://doi.org/10.53441/jl.Vol7.Iss2.118>

Development, Implementation, and Evaluation) framework. However, due to practical constraints, this study focuses primarily on the Analysis, Design, and Development stages to ensure the product's validity before full-scale implementation.¹⁶ More specifically, the stages of this development are presented in the following Figure:

Figure 1. The Unified Research Procedure of ADDIE Model For Arabic Comic Strip Development



The research design utilizes a systematic pipeline to ensure the quality of the comic strip media:

1. Analysis Stage: Conducting needs analysis, curriculum analysis (Merdeka Curriculum), and student characteristic analysis at MI Al-Huda.
2. Design Stage: Creating storylines, character sketches, and panel layouts based on the theme "My Job".

¹⁶Marinu Waruwu, (2024), "Metode Penelitian dan Pengembangan (R&D): Konsep, Jenis, Tahapan dan Kelebihan," *Jurnal Ilmiah Profesi Pendidikan* 9, no. 2, 1220–30. <https://doi.org/10.29303/jipp.v9i2.2141>

3. Development Stage: Producing the final hand-drawn and colored comic strips, followed by expert validation.
4. Data Analysis Design: Quantitative data from Aiken's V index (for experts) and mean scores (for students/teachers) are used to determine the product's level of validity and practicality.

The subjects involved in this development were two media expert, two subject matter expert, and test subjects consisting of three students from MI Al-Huda Pengkol with low, medium, and high abilities. Furthermore, for the large-scale trial, there were 17 students from MI Al-Huda Pengkol. MI Al-Huda Pengkol is one of the problem. Data collection techniques used qualitative methods, including observation, interviews, and questionnaires. The subjects involved in this development were two media expert, two subject matter expert, and test subjects consisting of three students from MI Al-Huda Pengkol with low, medium, and high abilities. Furthermore, for the large-scale trial, there were 17 students from MI Al-Huda Pengkol. MI Al-Huda Pengkol is one of the schools located in Pengkol Village, Ngawi District, and the school has several issues as described in the background of the research problem.

The data collection method and instrument in this development research employed a rating scale. The instrument used was a comic strip assessment sheet, which generated quantitative data in numerical form that was subsequently interpreted into qualitative categories. The assessment criteria for the digital comic media are presented in the following table¹⁷:

Table 1. Framework for the Subject Matter Expert Media Validation Instrument

Aspect	Dimension
Content / Material	<ul style="list-style-type: none"> - Completeness and clarity in conveying identity - Clarity in presenting learning objectives - Clarity in presenting the material
Leanguage / Communication	<ul style="list-style-type: none"> - Complicane with linguistic rules / principles - Use of language that is easily inderstood by students
Presentation Aspect	<ul style="list-style-type: none"> - Suitability of the presentation - Coherence/ integration of the presentation

The subjects involved in this research are categorized into three groups:

1. Expert Validators: Consisting of two subject matter experts and two media experts who possess expertise in Arabic pedagogy and instructional media design.
2. Practitioner: One Arabic language teacher from MI Al-Huda Pengkol with experience in elementary-level instruction.
3. Students: A total of 20 fourth-grade students from MI Al-Huda Pengkol. This includes a small-scale trial group of 3 students (representing low, medium, and high academic

¹⁷Musnar Indra Daulay and Nurmnalina, (2021), "Pengembangan Media Komik Untuk Meningkatkan Keterampilan Membaca Pemahaman Siswa Kelas IV SDN 41 Pekanbaru," *Jurnal Onoma: Pendidikan, Bahasa, Dan Sastra* 7, no. 1, 24–34. <https://doi.org/10.30605/onoma.v7i1.452>

abilities) and a large-scale trial group of 17 students. At this developmental stage, fourth graders are typically in the concrete operational phase, requiring visual aids to comprehend abstract concepts.

Table 2. Framework of the Media Expert Validation Instrument

Aspect	Dimension
Teks	- Text is presented clearly
	- The illustration are clearly displayed
Visual	- Appealing background display
	- Color usage integration
Character	- Character selection
	- Character attractiveness
Overall Appearance	- Overall display coherence

Table 3. Framework for the Practitioner and Student Response Instrument

Aspect	Dimension
Content / Material	- Completeness and clarity in conveying identity
	- Clarity in presenting learning objectives
	- Clarity in presenting the material
Leanguage / Communication	- Complicane with linguistic rules / principles
	- Use of language that is easily inderstood by students
Presentation Aspect	- Suitability of the presentation
	- Coherence/ integration of the presentation
Teks	- Text is presented clearly
	- The illustration are clearly displayed
Visual	- Appealing background display
	- Color usage integration
Character	- Character selection
	- Character attractiveness
Overall Appearance	- Overall display coherence

The data processing in this study involved two types of analysis. Qualitative analysis was used to identify and elaborate suggestions and input from experts, teachers, and students, with the aim of improving the media that had been developed. Meanwhile, quantitative analysis was used to process numerical data from expert assessments and student responses. Expert assessment data, in the form of scores from subject matter experts and media experts, were calculated using the Aiken validity index (V). This calculation served to determine the level of validity of the comic strip content. Next, the Aiken validity index values were converted and adjusted to the Aiken validity criteria listed in Table 4.

Table 4. Aiken Validity Criteria

Aiken Validity Index Range	Criteria
$V \leq 0.4$	Low Validity
$0.4 < V < 0.8$	Moderate Validity
$V \geq 0.8$	High Validity

The processing of responses from practitioners and students was based on scores obtained from the assessment instrument. These scores were analyzed using mean calculations. The average scores were then converted according to the five-point conversion scale guidelines to determine the validity level of the media. The conversion guidelines can be seen in the table below table 5.

Table 5. Five – Point Scale Conversion Guidelines

Score Range	Predicate
$4,0 < X \leq 5,0$	Very Good
$3,3 < X \leq 4,0$	Good
$2,7 < X \leq 3,3$	Fair
$2,00 < X \leq 2,7$	Poor
$1,0 < X \leq 2,0$	Verry Poor

RESULT AND DISCUSSION

The product developed in this project is a comic strip for Arabic language lessons, developed using the ADDIE model. This comic strip medium is designed for fourth-grade students at MI Al-Huda Pengkol. The comic strip is presented under the theme “My Job,” which is then divided into three titles. The titles are as follows: 1. Taufiq's Family Jobs 2. Various Types of Jobs 3. Aspirations. This media was developed in three stages: analyze, design, and development.

The first stage, analysis, is the stage required for product or model development and product feasibility analysis,¹⁸ which includes several activities, namely 1) analysis of learning resource needs required by teachers and students, such as the effectiveness of learning the theme of My Job with textbooks and experience using comic strip media on the theme of My Job in grade IV MI, 2) curriculum analysis, such as textbooks or workbooks, basic competencies, teacher and student book indicators, 3) analysis of student characteristics, including students' cognitive abilities at the concrete operational stage, 4) analysis of the characteristics of comic strip learning media for students. Second, the design stage. This stage involves designing the product to be developed, producing a storyline and comic strip format based on the theme of My Job for fourth-grade MI students in accordance with the curriculum, and learning outcome indicators that have been analyzed. Third, the development stage, which aims to produce and validate the selected learning resources. The resources required for the implementation of the designed learning process are then identified by the teacher to complete this development stage.¹⁹ This stage produces or develops learning products in the form of comic strips that

¹⁸Marinu Waruwu, (2024), Metode Penelitian dan Pengembangan (R&D): Konsep, Jenis, Tahapan dan Kelebihan, *Jurnal Ilmiah Profesi Pendidikan*, 9(2), 1220–1230. <https://doi.org/10.29303/jipp.v9i2.2141>

¹⁹Fitria Hidayat and Muh Nizar, (2021), Model Addie (Analysis, Design, Development, Implementation and Evaluation) dalam Pembelajaran Pendidikan Agama Islam, *Jurnal Inovasi Pendidikan Agama Islam (JIPAI)*, 1(1), 28–38. <https://doi.org/10.15575/jipai.v1i1.11042>

have been validated by a team of experts, teachers, and students through an assessment process.

The assessment results from two subject matter experts, two media experts, as well as the responses from teachers as practitioners and three fourth-grade MI students were overall rated as very good and acceptable. Based on evaluations from two subject matter experts and two media experts, the obtained Aiken’s V index values ranged from 0.60 to 1.00, with the lowest scores being 0.85 for the material aspect and 0.60 for the media aspect. According to the established criteria, values below 0.4 indicate low validity, scores between 0.4 and 0.8 represent moderate validity, and those exceeding 0.8 reflect high validity levels. The response from the practitioners’ assessment obtained an average score of 4.60 and the students’ response had the highest average score of 4.90. When converted using the five-point conversion scale, the score range was 4.01 < X 5.01 with a rating of very good. The validity results of the comic strip media are presented in more detail in Table 5 & 6.

Table 5. Average Results of the Aiken Validity Index Assessment by Subject Matter Experts and Media Experts

Indeks	Subject Matter Expert	Media Expert	Category
Low	0.85	0.60	Valid
High	1	1	Highly Valid

Table 6. Average Scores for Practitioner Responses and Student Responses

Aspect	Practitioner Response	Student Response	Predicate
Material	4.61	4.89	Verry Good
Language	4.61	5.00	Verry Good
Presentation	4.80	4.90	Verry Good
Teks and color	4.78	4.95	Verry Good
Visuals	4.5	5.00	Verry Good
Overall Appearance	4.70	5.00	Verry Good

The results of the data include input, suggestions, and comments from the assessment process, which are carefully considered to improve the quality of the media that has been developed. The following is a display of comic strips with the theme “My Work” by fourth-grade MI students in three titles.

Figure 2. Comic Strip Om “My Job” Theme



Figure 2 presents the final product of the hand-drawn comic strip titled *Anwa'ul Mihnah* (Types of Professions). The illustration demonstrates several key instructional features:

- a. Original Artwork: The media is entirely hand-drawn and manually colored, providing a personalized aesthetic that distinguishes it from generic digital clip-art. This approach aims to create a more relatable visual experience for elementary students.
- b. Sequential Storytelling: The comic follows a logical sequence, starting with an introduction by a student character (Diana) and transitioning into classroom scenes where various professions are introduced.
- c. Contextual Material Integration: Each panel integrates Arabic vocabulary with contextual visuals. For example, the panels depict a teacher in a classroom (*al-mudarris*), a pharmacist in a pharmacy (*al-shaydali*), an engineer (*al-muhandis*), and a police officer (*al-shurthiy*).
- d. Language Acquisition Support: The dialogue bubbles and descriptive texts are designed using simple sentence structures (*Jumlah Ismiyyah* and *Fi'liyyah*) appropriate for fourth-grade students, facilitating both reading comprehension and vocabulary mastery.
- e. Multimodal Learning: By combining short textual descriptions with vivid illustrations of professional uniforms and environments, the media helps students bridge the gap between abstract Arabic terms and their real-world meanings."

The analysis stage involves conducting needs analysis, curriculum analysis, student characteristic analysis, and media analysis. The results of this stage indicate that teachers and students require innovative and creative learning media, given the background of the issue necessitating media for effective classroom management during the learning process. Based on the curriculum analysis results, it was stated that by using the Merdeka Curriculum as an alternative curriculum that brings about change, a paradigm shift aimed at strengthening teachers' autonomy as controllers in the learning process, the implementation of the Merdeka Curriculum in schools is an interesting topic to study, as this curriculum was only implemented in the 2022/2023 academic year.²⁰

The results of the analysis of the characteristics of fourth-grade students at MI Al-Huda show that they are at the concrete stage, capable of thinking logically about real things and able to understand Arabic texts with the help of visual aids. The analysis of teaching materials revealed that the school has never developed materials in comic form, so the Arabic language learning process only uses lecture and question-and-answer methods. The textbooks also still have limited illustrations accompanying the Arabic text.

The design stage involves designing a comic strip based on a theme selected from the fourth-grade Arabic language textbook, namely the theme "My Job," which consists of three titles. This was followed by creating panels for each story stanza. The comic was created in a simple manner using hand drawings, then colored with crayons, and then shown to the supervising lecturer first to obtain suggestions and input to improve the design that had been made, then continued to the development stage.

The development stage is the final stage in the development of comic strips. At this stage, development consists of drawing characters in each story, determining the colors for each pattern, then adding text to the dialogue in each storyline, and finally printing it in poster form. After the product is fully developed, a validity test is conducted by subject

²⁰Noor Hafidhoh dan Muhammad Rizal Rifa'i, (2021), "Karakteristik Penilaian Pembelajaran pada Kurikulum 2013 di MI," *Awwaliyah: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 4(1), 11-18. <https://doi.org/10.58518/awwaliyah.v4i1.673>

matter experts, media experts, practitioners, and fourth-grade students from MI Al-Huda Pengkol, using an evaluation form that covers aspects such as content, language, text, color, presentation, visuals, and overall appearance. Based on the research conducted by two subject matter experts and two media experts, the developed comic was found to be valid in terms of content. The responses from two practitioners and three students regarding the comic strip media showed very good results, making the comic strip media on the theme “My Job” suitable for use in Arabic language learning processes.

The results of the research conducted by two subject matter experts and media lecturers obtained the lowest index of 0.85 with moderate content validity and the highest validity index of 1 with very high content validity. These results indicate that the material contained in the media is valid as a learning medium. This is due to 1) the material and learning objectives in the comic strip media are clearly conveyed in accordance with the basic competencies and indicators. 2) The material is presented using language and sentences that are easy for students and teachers to understand to achieve the learning objectives, and it can encourage students to ask questions actively (Rulviana, 2020). Based on the research conducted by two media experts, the lowest validity index was 0.60 and the highest index was 1, categorized as very high content validity. These results were influenced by several aspects, namely 1) the text aspect, which was appropriate and clear in its placement on the comic strip panels. 2) the visual aspect, using colors appropriate to the characters in the comic.

After conducting a review by a team of experts, we sought feedback from practitioners and students. The results showed an average score of 4.60 from practitioners and 4.90 from students, with a rating of “very good.” This was seen from the use and utilization of comics as a learning medium that was able to stimulate students to create high imagination and ideas.²¹

In this study, researchers chose comic strips as a medium to aid in the learning process. Comic strips are a type of comic that is often found in newspapers and on the internet. The presentation of comic strips, which are presented briefly and in series in each edition, makes it easier for students to understand the storyline. In Indonesia, comics have become a form of communication that is easily enjoyed by the public, as they are not only easy to understand in terms of text but are also presented in an engaging visual format²²

This study found that the elements that make comic strips suitable are practical and technical qualities. Practical quality refers to ease of use, while technical quality is assessed by media experts, with presentation receiving a higher score than content. The results of research conducted by Muh. Dihyah based on the stages of comic strip media development that have been carried out, the final assessment of suitability by media expert validators yielded a percentage of 91.6% (very suitable) and the assessment by content experts yielded a percentage of 97.5% (very suitable). It can be concluded that comic strip media is suitable and practical for use in the learning process.²³

²¹Vivi Rulviana, (2020), “Pemanfaatan Media Komik untuk Meningkatkan Hasil Belajar Menulis Narasi pada Siswa Kelas IV SDN Jabung 2,” *Refleksi Edukatika : Jurnal Ilmiah Kependidikan* 10, no. 2, 223–29. <https://doi.org/10.24176/re.v10i2.4574>

²²Febriani Siregar, Dinda Yarshal, and Sukmawarti Sukmawarti, (2021), “Pengembangan Media Komik Berbasis Multimedia Powerpoint pada Tema Panas dan Perpindahannya Kelas V SD,” *Pedagogi: Jurnal Ilmiah Pendidikan*, 8, no. 1, 8–15. <https://doi.org/10.47662/pedagogi.v8i1.238>

²³Muh Dihyah, (2021), *Pengembangan Media Komik Strip Melalui Aplikasi Ibis Paint X untuk Pembelajaran Akidah Akhlak*, Masters thesis, IAIN Parepare. <https://repository.iainpare.ac.id/id/eprint/2569/>

Another study conducted by Kiki Rizki²⁴ showed that the assessment of the material, language, and design aspects by the validator resulted in a score of 0.81 in the highly valid category, while the response from students was an average of 81.8 in the very good category. Based on the results of this study, which differs from previous similar studies, as no one has previously developed comic strip media for Arabic language material on the theme of “my job” for fourth-grade MI students.

The findings of this research align with previous studies that emphasize the effectiveness of comic-based media in enhancing students’ comprehension and engagement in learning foreign languages. The visual and narrative elements of comics create a contextual and meaningful learning experience that supports vocabulary acquisition and language retention. This is in line with the principles of multimodal learning, where the combination of text and images stimulates multiple senses, making the learning process more interactive and enjoyable. Moreover, the comic strip developed in this study adheres to the characteristics of Arabic for Specific Purposes (ASP), as it contextualizes language use through real-life situations that are relevant to students’ daily experiences.²⁵ This integration supports the development of communicative competence, particularly at the elementary school level where visual learning plays a crucial role.

Furthermore, the results of this development indicate that the use of comic strips can serve as an innovative pedagogical strategy in Arabic language instruction. The media not only assists teachers in explaining abstract concepts but also increases students’ intrinsic motivation and participation in the learning process.²⁶ These findings reinforce the notion that learning materials designed with consideration of students’ cognitive and affective characteristics tend to produce better learning outcomes. Therefore, the comic strip developed in this study is not only valid and practical but also pedagogically sound and relevant to the demands of modern Arabic language education. Future research should explore its effectiveness in improving specific language skills such as reading comprehension and vocabulary mastery through experimental or quasi-experimental designs.²⁷

CLOSING

This research successfully developed a hand-drawn comic strip media for Arabic instruction that meets high standards of validity and practicality. The findings demonstrate that integrating contextual visual storytelling into the “My Job” theme significantly enhances the learning experience for fourth-grade students at MI Al-Huda. This study is highly relevant to educators and researchers as it provides a creative, low-cost, yet pedagogically sound solution to the common challenges of student disengagement and abstract concept mastery in language acquisition. In the context of previous work, while earlier studies have validated digital comic strips generally, this research proves that personalized, hand-drawn media tailored to the Merdeka Curriculum

²⁴Rizki Kiki, Endang Widi Winarni, and Irwan Koto, (2022), Pengembangan Komik Strip Sebagai Media Pembelajaran IPA Materi Pemanfaatan Kekayaan Alam di Indonesia pada Kelas IV MIN 5 Bengkulu Tengah, *Jurnal Pembelajaran Dan Pengajaran Pendidikan Dasar*, 5(2), 229–237. <https://doi.org/10.33369/dikdas.v5i2.18913>

²⁵N Suryani, “Pengembangan Media Pembelajaran Berbasis IT,” *In Prosiding Seminar Nasional Teknologi Pendidikan*, 2016. <https://doi.org/10.17977/um020v10i22016p186>

²⁶Rara Iriane et al., (2022), “Design of Instagram Comic Strips for Learning Media in Elementary School,” *IJECA (International Journal of Education and Curriculum Application)* 5, no. 3, 317. <https://doi.org/10.31764/ijeca.v5i3.11719>

²⁷Ihwan Mahmudi, Annisa Fithri Lathiifah, dan Sumayyah Alifatun Qanita, (2023), “Namūdzaju Ikhtibārāt al-Lughati li at-Tarjamati al-‘Arabiyyati ‘alā Asāsi Nadhariyyati Bloom” *Al-Arabi: Journal of Teaching Arabic as a Foreign Language*, Vol 7, No 1, 1–16. <http://dx.doi.org/10.17977/um056v7i1p1-16>

offers a unique and more culturally relevant alternative. These findings are worthy of note as they provide a realistic framework for schools with limited digital resources to still implement innovative, multimodal learning tools. The implication of this study suggests that the human touch in instructional design through original artwork remains a powerful tool in bridging the gap between linguistic theory and elementary-level comprehension.

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